FOMO and Depression Birth Order Extraversion and Talking Implicit Learning Procrastination Perfectionism References

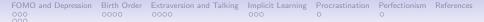
# Psychology 360: Personality Research **Research Proposals**

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# Outline

FOMO and Depression Design and Methods

Birth Order

Extraversion and Talking

Implicit Learning

Anxiety and Procrastination

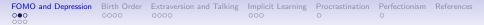
Perfectionism and Anxiety



## FOMO and Depression: the darkside of studying abroad

## Elizabeth Craan

- 1. an interdependent self-construal is positively associated with experiencing FoMO.
- 2. The benefits of studying abroad: 97% catalyst for increased maturity, 96% said increased self confidence
- 3. But, students feel like outsiders and desired to "belong".
- 4. What explains this phenomenon of feeling like an outsider despite being immersed in a transformative experience? One explanation is self-construal.



## Self construal by cultures

- 1. Independent or interdependent selfs (but most people are a mix of both
- 2. Cultures differ in emphasis upon independence and interdependence
- 3. Individualism Collectivism



FOMO

- 1. Particularly expected to be greater among interdependent self construals
- 2. In a highly individualist culture (Boston), collectivism scores were positively correlated with depression, social anxiety, obsessive-compulsive disorder and dependent personality.
- 3. for students residing in a collectivist culture (Istanbul), individualism scores were positively correlated with scales for paranoid, schizoid, depression, and antisocial personality disorder.



# Participants

- 1. 50 male and female college students from India in US
- 2. 50 male and female college students from US studying in India
- 3. Self Construal scale
- 4. FOMO scale
- 5. Beck Depression scale



## Feasibility

- 1. With email and the web, this is actually doable.
- 2. Need contact information for students



## Additions to basic design

- 1. US students in India (individualistic in collectivistic)
- 2. Indian students in US (collectivistic in individualisitic)
- 3. If there are any differences, are they due to personality or to culture?
- 4. Need to add two groups:
- 5. US students in US (individualistic in individualistic)
- 6. Indian students in India (collectivistic in collectivistic)
- 7. There are still probably differences between those who want to be exchange students and not/
- 8. Consider prior exchange students versus non-exchange students



## Does birth order effect personality?

Two proposals: Breeya Young and Maria Herrera

- 1. Yes: e.g., Sulloway (1997, 2000); Zajonc & Markus (1975)
- No: e.g., Harris (2011); Johnson (2000); Townsend (2000); Rodgers, Cleveland, Van Den Oord & Rowe (2000); Rodgers (2001)
- 3. Frank Sulloway (1997) and "Born to Rebel": an evolutionary psychlogy explanation for rebellion in science
- 4. The Zajonc confluence hypothesis and intelligence (Zajonc & Markus, 1975)
- 5. Rodger's methodological critique (Rodgers et al., 2000; Rodgers, 2001)



# The Sulloway Hypothesis

- 1. Based upon an evolutionary psychology approach
- 2. First borns are conservative and follow along with parents to get resources
- 3. Later borns need to rebels in order to get resources
- 4. Implications for personality/creativity
- 5. Scientific revolutions
- 6. Extreme group design of religious martyrs and scientific revolutions



## The basic predictions

- 1. First borns assert dominance and are higher in conscientiousness
- 2. Later borns more sociable and agreeable
- 3. But, very large study with Project Talent shows trivial effect (Damian & Roberts, 2015a)
- 4. Prior confusion due to many underpowered studies (Damian & Roberts, 2015b)



## Birth order effects at NU

- 1. Find sibling pairs at NU
- 2. Administer NEO PI-R
- 3. Hypothesis of no difference (wlll be true due to lack of power).
- Problem of selection bias: sib pairs at NU are probably less dissimilar than other sib pairs not both going to select university.
- 5. The missing data problem



The Effect of Feedback on Extrovert and Introvert Talking Patterns

#### Gabe Minchev

- 1. Experimental test of CTA + Fleeson
- 2. An elaboration of the (Antill, 1974) talking study but with feedback



## CTA model predicts differences in talking behavior

- 1. Revelle & Condon (2015) proposed to model talking behavior for Introverts and Extraverts
- 2. This was trying to capture the study of Antill (1974) which showed that group size interacted with talking behavior and I/E.
- 3. This proposal examines the effect of feedback on subsequent talking behavior



## **Observations of talking behavior**

- 1. Hard to do in 1973, but modern apps make it easier
- 2. multi-stopwatch app does this
- 3. Allows one person to track multiple people

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# the proposal

- $1. \ \mbox{Cross group size with talking rate}$
- 2. Give feedback to Is and Es about talking



## Approach and Avoidance Motivation and Implicit Skill Learning

# Peigen Shu

- 1. Implicit skill learning is an improvement after repetitive practice without conscious awareness
  - Typical task is Serial Reaction Time to four choice locations
  - choices appear random, but actually have sequential information
  - But is it really done without awareness?
- 2. Task does show low interference with cognitive load
- 3. But some evidence that "ego depletion" affects performance (Thompson, Sanchez, Wesley & Reber, 2014)
- 4. Ego depletion is just doing a prior difficult task



#### **Positive and Negatve feedback effects**

- 1. Performance improved with negative feedback (Chon, Thompson & Reber, 2018)
- 2. Manipulated approach and avoidance motivation through promise of reward or loss at end of task.
- 3. "Avoidance motivation" and negative feedback enhanced performance



Measure, don't manipulate, approach and avoidance motivation

- 1. Using the Approach-Avoidance Temperament Questionaire (Elliot & Thrash, 2010) to assess Approach and Avoidance
- 2. Replication of Chon et al. (2018) but with temperament rather than manipulated motivation



## Anxety traits and procrastination

Alexander Tymouch

- 1. Anxiety is prevalent among college students
- 2. Procrastination and social anxiety
- 3. 3 tasks given to students, allowing them to start when they want
- 4. Reading comprehension
- 5. Free reading



## Perfectionism and college attendance

Lizabeth Garcia

- 1. Perfectionism as a personality predisposition
- 2. Does perfectionism vary as generational status
- 3. First gen exerperience higher anxiety and perfectionism
- 4. Imposter syndrome and first generation students
- 5. Added social pressure

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